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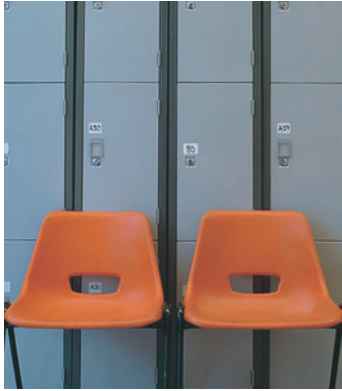
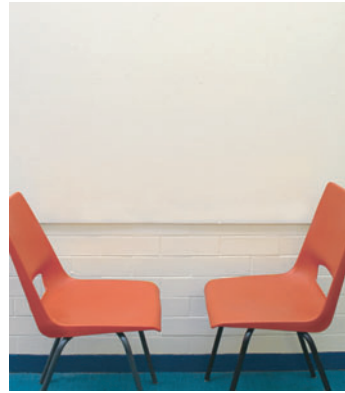
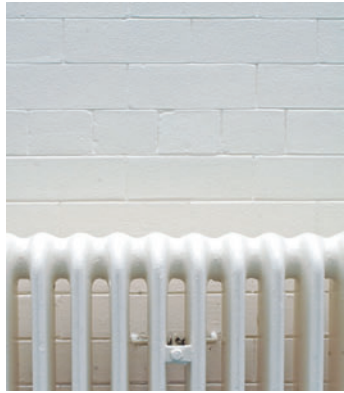
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**SCHOOLS
AND
COLLEGES
TEACHER**

WHAT IS IT?

Teaching music in schools and colleges
The work is **FULL** or **PART** time employed.
You can work in a variety of settings, for example,

In a **FE (FURTHER EDUCATION) COLLEGE**

In a **SPECIALIST PERFORMING ARTS COLLEGE**

In a **PRIMARY** or **SECONDARY SCHOOL**

In a **PRIVATE MUSIC COLLEGE** or **TRAINING ORGANISATION**

In this chapter, you will learn about the skills you need, to work successfully as a music teacher or lecturer in schools or colleges.

WHY DO I NEED TO KNOW ABOUT THIS?

Many musicians and DJs feel that they have skills which they can pass on to others.

Teaching music is rewarding work which appeals to people who enjoy the process of group and individual interaction and are able to work with varying types of people. Many musicians who teach, claim that the process of teaching helps them with their own musical development.

There are increasing opportunities to develop a full time career in this field of work.



Every person works at his / her own pace.
As a guide, this should take you 15 hours to read and research and another 5 hours to write your answers and discuss them with your tutor.



Your tutor will assess your work. He / she will give you feedback on how you have done. If your work needs further work to be passed, then you will be given the chance to do further work to bring it "up to scratch". For more details, please refer to your MOLP's own guidance.



Read the TASKS section below.
Then read the NOTES AND GUIDANCE section.
Carry out the TASKS.

1 List 5 key musical skills you would need as a **SCHOOL or COLLEGE TEACHER** and rate your own skill level alongside. An example is given to you.

RATE YOURSELF

6 / 10

1) / 10

2) / 10

3) / 10

4) / 10

5) / 10

3 List three musical topics which you would be likely to cover when teaching in a school or college setting.

a)

b)

c)

TECHNICAL ACCURACY

- 2) Good playing. A few mistakes.

6 Prepare a lesson plan for ONE of the following scenarios:

- A lesson on songwriting to a class of 12 year olds at secondary school
- An instrumental lesson (in an instrument of your choice) to a 7 year old at school
- A lesson (for example, in singing) preparing two 16 year old students for an audition to study on a music course

Write your lesson plan on a separate sheet of paper and hand it in to your tutor with this worksheet.

7 Prepare a 10 minute presentation to your MOLP or peer groups. Use resources such as CD, OHP, printed materials. Describe 3 milestones in the history of one genre of music, e.g. pop music; dance; jazz; hip hop; industrial; atonal music. Say why these were important developments. Use this space or a separate sheet of paper to make notes.

Milestones in the history of

(state genre of music)

1)

2)

3)

8 Find 3 **SCHOOLS, COLLEGES** or private educational providers who use **MUSIC TEACHERS** in your area. List their details here.

Why not apply for work placement with them?

1)

2)

3)



If you can demonstrate 'prior achievement' (that you have already successfully completed things you would have to as a trainee teacher), then you can use this to help you complete your training. www.tta.gov.uk

9 Research training opportunities in teaching. Use the suggested web sites to carry out your research.
List 4 courses or training activities, which you would be interested in applying for.

TRAINING COURSE	WHERE IS IT?	MODE OF STUDY part / full time day / evening	CONTACT DETAILS for further enquiries

Make an application or gather further information about these courses.

10 Ask for an interview with a careers guidance organisation
www.connexions.gov.uk
www.careers-scotland.org.uk
www.support4learning.org.uk/community/advice.htm Find your local careers and advice service here.
www.useyourheadteach.gov.uk Online guidance about becoming a teacher
Don't forget to ask your MOLP and MIC for advice!

➤ WORKBOOK 9 – TEACHING MUSIC – CHAPTER 1
Investigate ways of training to be a teacher.
Also ➤ revisit WORKBOOK 2 – WORK AND JOBS – CHAPTER 3

11 ➤ WORKBOOK 2 – WORK AND JOBS – CHAPTER 3
If you have not already done so, prepare a written application form, CV and letter for a job in teaching or an application form for a course of further training. Write this on a separate sheet and hand it in with this worksheet. If you prefer, you can make notes and then discuss it with your MOLP tutor.

12 Prepare for an interview or audition with an employer.
Re -read WORKBOOK 2 – WORK AND JOBS – CHAPTER 3 and make sure that you continue to work towards these goals.
Prepare answers to the following questions:

Can you give us an example of how you can adapt the content of your lessons for different types and ages of student?

What teaching or facilitation experience do you have?

OR complete an application form and prepare for an interview for a place on a course of further training.
Keep copies of your paperwork and hand these in to your tutor.

SKILLS AND KNOWLEDGE

The skills and knowledge you need vary, depending on what your role is in **SCHOOL** or **COLLEGE** (see also chapter 1 notes and guidance), the age group (Key Stage) you teach and any specialist skills you have. You certainly need to have a broad knowledge of the curriculum, expertise in at least one instrument or area of work (such as music technology) and to be good at communicating and working with young people or adults.



MUSICAL SKILLS

Technical and performance ability on your main instrument

Knowledge of set curriculum in primary / secondary / further education (see "notes and guidance") for example, music appreciation, composition, performance

Theory skills needed for this type of work



PERSONAL QUALITIES AND SKILLS

Communication skills with children / young adults and other teachers

Organisational skills

Skills in motivating people

Positive, caring and supportive attitude with strong class / group management skills.

Reliability and timekeeping

Like working with children / young people in large groups

Like studying, academic work

LEARNING STYLES

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

HOW TO SET WORK AND MARK IT

It's an essential part of a teacher's job to plan out work to complete in class, work to hand in and work to be marked, so that you can assess the progress of your learners.

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

Full details are in this chapter. Also read "Assessing work" on P108-109

GROUP AND INDIVIDUAL TEACHING

Just as there are different learning styles, there are differences between teaching groups and individuals.

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

REFLECTIVE PRACTICE

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

WHAT DO I TEACH?

You need to learn about the set curriculum for your area of work. This covers things like performance, composition and musical appreciation.

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 1 – POLITICAL

Remember that **PRIMARY SCHOOL TEACHERS** have to teach across curriculum areas, such as English and Maths.

Teachers plan their own schemes of work, lesson plans and content for sessions based on national guidelines.

Look at the suggested websites for lots of examples of varied ideas for lessons, delivered in all sorts of ways.

PREPARING FOR WORK

The best way to prepare for work is:

Be realistic about your skills,
experience, personal qualities and
lifestyle
Research opportunities
Get some work placement
experience
Write a good application / CV /
Profile
Prepare for interview and audition
Apply for work and learn from
experience.

All of these are covered in workbook 2!

» WORKBOOK 2 – WORK AND JOBS – ALL CHAPTERS



Remember to think about your qualifications:
what do you need and how are you going to get it?

ASSESSING WORK

Assessing, marking or grading is difficult. Assessment is made easier by setting criteria – points – which you can make judgements against. Often these will be set by the curriculum you teach.

There are many different types of assignment. Investigate these through the weblinks. Here is one example.



Tips on feedback

- 1
- Written feedback gives the student something formal to read and keep for their records.
- 2
- Focus on both the strengths and weaknesses, offering constructive suggestions for improvement.
- 3
- Feedback should clearly relate to how the learner has done in relation to the assessment criteria, tasks or questions
- 4
- Make sure that you have the time and space to give verbal feedback properly, leaving some time for the learner to respond.

Assignment	Solo performance
	Deadline Friday 27th May 2pm, Main Hall
	Summary You will perform a solo piece before an invited audience as part of a 'musical showcase'.
How will I be assessed?	(Your tutor) will assess you according to the following criteria - Technical accuracy - Musical interpretation - Overall performance / communication with your audience
Tasks	- Choose a piece to play with help from your tutor - Practise your chosen piece in classes and in your own time - Practise performing in front of others - Perform at the event on 27th May
Feedback	Technical accuracy
	Secure playing, you did well with the triplets in the piece. Watch your intonation on 'G' which slipped at times.
	Musical interpretation
	Well done! You contrasted the quiet and loud sections of the piece well and I liked your slowing of the end of the first section. For even more effect, let the music 'ebb and flow' in the slurred arpeggios.
	Overall performance / communication with your audience
	Well done – you won your fight against nerves and gave the audience a glimpse of the piece as YOU wanted it to be heard! Don't be afraid to smile at your audience and leave the stage with an unhurried pride.
Learner's comments /evaluation	
Signed and dated	

WANT TO KNOW MORE?

LINKS

New Deal for Musicians has no responsibility for or control of the following sites. The inclusion of any site does not necessarily imply New Deal for Musicians approval of the site. To access any of the sites please click on the link or search using keywords from the name of the link.
www.dfes.gov.uk/ukonlinecentres Find Internet access that's close to you.
Look at the weblinks in chapters 1- 3 first. These are additional links.

EXTRA SCHOOLS AND COLLEGES INFORMATION

- ☐ **www.standards.dfee.gov.uk**
Packed with relevant information for those who teach in the formal sector, including schemes of work, parental involvement and information on 'gifted and talented' children.
- ☐ **www.tta.gov.uk**
Teaching Training Agency. TTA's purpose is to raise standards in schools by attracting able and committed people to teaching and by improving the quality of teacher training in England.
- ☐ **www.qca.org.uk**
Qualifications and Curriculums Authority (England and Wales). The site also has a section dealing with Northern Ireland. Plenty of good information on curriculum issues, including adult learning, age 3 - 14 and 14 - 19 learning and information for parents and students.
- ☐ **www.sqa.org.uk**
Scottish Qualifications Authority
- ☐ **www.parentcentre.gov.uk**
DfES based site dealing with information for parents. Valuable guide on issues such as applying for places at schools and special needs.
- ☐ **www.teachernet.gov.uk**
Another excellent resource, dealing with issues as diverse as drugs in schools, special educational needs and planning for emergencies.
- ☐ **www.nasen.org.uk**
The National Association for Special Educational Needs.

BOOKS AND MAGAZINES

- ☐ **Learning to Teach Music in the Secondary School**
Chris Philpott
Publisher : RoutledgeFalmer
ISBN : 0415158338
- ☐ **Teaching Music (Open University Postgraduate Certificate in Education Course Readers)**
Editor : Gay Spruce
Publisher : RoutledgeFalmer
ISBN : 041513367X
- ☐ **The Music Teacher's Companion : A Practical Guide**
Handbook for instrumental and singing teachers. Contains example lesson plans, progress sheets.
Paul Harris, Richard Crozier
Publisher : Associated Board of the Royal School of Music
ISBN : 186096219X
- ☐ **500 Tips for Primary Teachers**
Emma Packard, Nick Packard, Sally Brown
Publisher : RoutledgeFalmer
ISBN : 0749423714
- ☐ **How to survive your first year in teaching**
Sue Cowley
Publisher : Continuiem International Publishing Group - Academi
ISBN : 0826464653

MORE TASKS

- 1 Educational and operational frameworks in a school setting
 - What support is usually available for students within a school or a college setting?
 - Identify key policies / systems (for example, equal opportunities, learners with disabilities, police checks for those working with children, behaviour management systems)
 - What is the role of a school governor and how do you become one?
- 2 Find out about the role of parents in primary and secondary schools. List all the ways in which parents can be involved in school.
- 3 Find out about the role of parents in colleges of further education. List all the ways in which parents can be involved in college. Identify any differences in the relationships between school and parents versus college and parents.
- 4 Investigate teaching in the higher education sector.
 - What qualifications, training and experience do you need to teach undergraduates?
 - What qualifications, training and experience do you need to teach HND students?
 - What qualifications, training and experience do you need to teach postgraduates?
 - What opportunities are there for postgraduates to be involved in teaching whilst carrying out research projects?
- 5 Answer the following questions:
 - 1) www.hlta.gov.uk. What is a 'higher level teaching assistant'?
 - 2) What does the national curriculum cover at Key Stage 3 in music?
 - 3) What is an 'Educational Action Zone'?
 - 4) Write 200 words on a real example of how a school has involved the local business community, what the project involved and what the benefits were. Write your answer on a separate sheet of paper and hand it in with your worksheet.
 - 5) Write a review of the websites you have visited during this workbook. List your 'five best' websites and give examples of the information you found in each, together with your reasons for finding them most helpful.
 - 6) What is the difference between summative and formative assessment?

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NEW DEAL FOR MUSICIANS TEACHING MUSIC

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Sound Advice

MU Musicians' Union

MPG Music Producers Guild

AIM Association of Independent Music

PRS Performing Right Society

MCPS Mechanical - Copyright Protection Society

MMF Music Managers Forum

BPI British Phonographic Industry

MPA Music Publishers Association

PPL / VPL Phonographic Performance Limited / Video Performance Limited

MIA Music Industries Association

PAMRA Performing Artists' Media Rights Association

BBC Radio 1

British Music Rights

British Academy of Composers and Songwriters

